DOCUMENT RESUME

ED 151 260 SO 010 706

TITLE Economic Education in the Elementary Schools, Level 2.

INSTITUTION Dade County Public Schools, Miami, Fla. Div. of Instructional Planning and Support.

PUB DATE 77

NOTE 165p.; For related documents, see SO 010 705-708

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Audiovisual Aids; Concept Teaching; *Consumer Education; *Economic Education; Economics; Educational Objectives; Elementary Education; Grade 2; Grade 3; *Instructional Materials; *Learning Activities; Money Systems; Productivity; Social Studies; Specialization; Teaching Guides

IDENTIFIERS Florida

ABSTRACT

Part two in a series of elementary level economics and consumer education teaching resources, this guide is designed for use with second and third graders. It identifies objectives for economic and consumer education established by the Florida State Department of Education, defines important related concepts and terms, and lists general audiovisual and print resources. The main part of the guide contains specific ideas for class activities to accompany each concept and objective. Key concepts at this level include scarcity, exchange and money, consumption, production, distribution, and economic interdependence. At least six activities are suggested for each concept. For example, to help students understand consumption as the using up of goods and services, one activity requires them to identify what is being consumed when a family eats dinner, does a laundry, or washes dishes. To dramatize the efficacy of specialization, students are encouraged to role play a family situation in which mother, father, sister, and brother all try at once to set the table or wash dishes. Then they role play the scene again with a division of labor. Each series of activities is accompanied by a listing of children's literature resources and Florida state-adopted textual resources to supplement the concepts being emphasized. (AV)

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ECONOMIC EDUCATION

IN THE

ELEMENTARY SCHOOLS

LEVEL 2

SO 010 706

SOCIAL STUDIES OFFICE

DIVISION OF INSTRUCTIONAL PLANNING AND SUPPORT

DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

1977

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I. INTRODUCTION - (K-3) (4-6)

As Americans, we participate in an economic system each day. The entrepreneur who invests capital, the consumer who comparison shops, and the school-aged child who swaps an apple for an orange are participating in the same fundamental principles that make up our economic system.

Aristotle once said:

> *All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth . . .*

This instructional guide is one step toward the education of our youth in key concepts of economics and consumer education.

Included in this guide are objectives for key economics and consumer education concepts. These objectives are derived from the State Department of Education pursuant to the passage of the Free Enterprise and Consumer Education Act of 1974 and its Amendment in 1975. Learning activities, suggestions for instructional implementation, specific textual resources and, in some instances, students' literature resources are listed for each concept. All are written in common terminology rather than the jargon of the economist. After reading these, teachers should be able to immediately begin economics/consumer education instruction.

The sequence of the economics/consumer education concepts flows from the basic element, the individual (personal needs, wants, and choices) to the American society's economic system (free enterprise) and its component parts, and finally to how the individual operates within this system (consumer education).

The learning experiences for the economics/consumer education concepts are divided into four levels of difficulty:

Level 1	*Kindergarten - Grade 1 (approximately)*
Level 2	*Grades 2 and 3 (approximately)*
Level 3	*Grade 4 (approximately)*
Level 4	*Grades 5 and 6 (approximately)*

Since a variety of activities is provided for each concept and objective, the teacher may select those most appropriate for a particular class or may choose to select all of the given learning activities.

In order for the teacher to assess whether a student has mastered a particular objective or concept, any of the given learning activities which the teacher feels are appropriate can be used for the purposes of evaluation.

This guide was produced with the assistance of a grant through the cooperation of the Florida Department of Education and the Florida Council on Economic Education.

II. GOALS -- (K-3) (4-6)

A. The student will discover that satisfying individuals' material wants and needs for goods and services is the function of our economic system.

B. The student will examine the basic component parts of our economic system.

C. The student will examine and evaluate how the individual operates within our economic system (including some responsibilities and choices necessary to make wise use of the consumer's money).

III. OUTLINE OF INSTRUCTIONAL GUIDE — (K-3) (4-6)

A. The individual as the basis for our economic system. (K-6)
   Scarcity

B. The component parts of our economy. (K-6)
   1. Exchange and money
   2. Consumption
   3. Production
   4. Distribution
   5. Specialization
   6. Economic interdependence
   7. Free enterprise

C. Consumer Education Topics (K-3)
   1. Advertising
   2. Banking
   3. Budgeting
   4. Taxes

D. Consumer Education Topics (K-4)
   1. Advertising
   2. Banking
   3. Budgeting
   4. Credit
   5. Insurance
   6. Savings
   7. Taxes

IV. ECONOMIC OBJECTIVES -- (K-3)

A. The individual as the basis of our economic system.

Scarcity

a. The student will discriminate between needs and wants.

b. The student will define scarcity as not being able to satisfy all our wants.

c. The student will be able to identify a foregone opportunity, after making a choice.

d. The student will recognize that certain resources are more scarce than others.

B. The component parts of our economic system.

1. Exchange and money

a. The student will define trade as the exchange of goods or services one has for goods and services of others.

b. The student will identify simple examples of trade.

c. The student will state the consequences or people if there were no trade.

d. The student will define exchange in terms of using money to secure what he/she wants.

e. The student will cite instances in which he/she has taken part in exchange.

2. Consumption

a. The student will define consumption as the using up of goods and services.

b. The student will discriminate between goods and services.

c. The student will list personal examples of goods that are consumed quickly and others that are used up slowly.

3. Production

a. The student will define production as the making of goods and services to be used by consumers.

b. The student will distinguish between producers of goods and producers of services.

c. The student will name people he/she knows who are producers, and distinguish them from those who are not producers.

4. Distribution - The student will define distribution as the making available of products to the consumer.

IV. ECONOMIC OBJECTIVES (CONT'D)

5. Specialization
   a. The student will define specialization as meaning that people spend most of their working time doing one particular job.
   b. The student will cite examples of specialized errands performed by people in the community.
   c. The student will list local businesses or employees who have moved toward specialization (as well as those who continue to be general in their work).
6. Economic Interdependence
   a. The student will define interdependence as taking place when people divide tasks to help each other get what they want.
   b. The student will mane people in the home, school, or community who are interdependent.
7. Free Enterprise
   a. The student will be able to distinguish between private and public property.
   b. The student will define the private ownership of property as the basis of free enterprise.

C. Consumer Education Topics
1. Advertising - The student will recognize that advertising is used to attempt to sell products to consumers.
2. Banking
   a. The student will be able to distinguish between saving money in a financial institution and savings kept at home.
   b. The student will define interest as the reward paid for saving in a bank rather than consuming.
3. Budgeting - The student will decide how to use a gift of money.
4. Taxes - The student will be able to define income taxes as deductions from wages which are paid to the government.

IV. ECONOMIC OBJECTIVES — (4-6)

A. The individual as the basis of our economic system.

Scarcity

a. The student will define the condition of scarcity in our economic system as resources not available in sufficient quantity to satisfy the wants of all the people.

b. The student will identify resources for which a scarcity problem exists because demand is greater than supply.

c. The student will identify particular scarce elements among the world's resources and also determine those that are plentiful.

d. The student will identify the uneven distribution of natural resources and demonstrate that some may be scarce in one place and not in another.

B. The component parts of our economic system.

1. Exchange and money

a. The student will define trade or exchange as the process of transferring goods and services among individuals and groups.

b. The student will identify examples of monetary exchange.

c. The student will classify the economic roles which are involved in exchange, i.e., producer, consumer.

2. Consumption

a. The student will define consumption as the utilization of goods and services for the purpose of satisfying ones needs and wants.

b. The student will determine how consumption of goods and services affects production.

3. Production

a. The student will define production as the making of both production and consumption goods as well as services; and state that production goods are used to increase the production of consumption goods.

b. The student will identify persons who are producers and persons who are not producers.

c. The student will examine various factors contributing to a producer's profit.

4. Distribution

a. The student will define distribution as the process by which the production of a society is distributed among the citizens.

b. The student will identify statements that are exemplary of income distribution.

4. c. The student will cite evidence to support or refute the hypothesis that goods and services are distributed to those who are not producers.

5. Specialization

   a. The student will define specialization as the means by which individuals, groups, or societies concentrate on one job and do it efficiently (instead of trying to do all jobs).

   b. The student will discriminate between situations in which change is toward specialization and those where it is not.

   c. The student will examine the hypothesis that increased specialization provides a higher standard of living through increased productivity.

6. Economic Interdependence

   a. The student will define economic interdependence as the conditions under which specialized people work together and depend on each other in order to meet their needs and wants.

   b. The student will discriminate between persons that are and are not engaged in activities that demonstrate interdependency.

   c. The student will examine the hypothesis that an action by one person will affect other persons who are dependent upon that person.

7. Free Enterprise

   a. The student will define free enterprise as being based on the idea that people can invest capital in businesses in order to try to earn a profit.

   b. The student will distinguish between individual enterprise and government ownership of the means of production.

C. Consumer Education Topics

1. Advertising - The student will classify examples of different advertising techniques.

2. Banking - The student will identify different types of services that financial institutions provide.

3. Budgeting - The student will demonstrate that he/she can prepare a budget based upon income earned from chores or a weekly allowance.

4. Credit - The student will explain the advantages and disadvantages of buying on credit (costs and benefits).

5. Insurance - The student will distinguish between automobile, health, life, and other types of insurance.

6. Savings - The student will explain why savings are necessary to an economic system where economic growth is an important goal.

7. Taxes - The student will distinguish between different types of taxes paid by the consumer and identify which are state and which are federal taxes.

V. CONCEPTS: A DEFINITION — (K-3) (4-6)

1. SCARCITY: We cannot have everything we want. This is true whether in reference to individuals or nations. We have many wants and needs, but we must choose what we want and/or need most.

2. EXCHANGE and MONEY: Exchange - Money or goods can be traded for goods and services we need or want. Money - In most societies, money serves as a medium of exchange. As such, money also serves as a measure of value.

3. CONSUMPTION: We use up goods and services to satisfy our wants and needs. The process of satisfying our wants and needs is termed consumption. The people whose wants and needs are satisfied are consumers.

4. PRODUCTION: We make what the consumer wants. What we make is termed products. The term products refers to both goods and services.

5. DISTRIBUTION: We have the product where the consumer wants it.

6. SPECIALIZATION: We work at one job to provide or to help provide a product. For our work we receive wages.

7. ECONOMIC INTERDEPENDENCE: We exchange our wages for products made by other people. In this way, we are helping other people achieve their needs and wants (for they receive wages for producing their goods or services), and other people help us to attain our needs and wants.

8. FREE ENTERPRISE: In a free enterprise economy individuals must, first of all, be able to own private property. A free enterprise economy is one in which private citizens (either as individuals or grouped together as corporations, partnerships, or cooperatives) are free to invest in businesses or go into business themselves.

9. CONSUMER EDUCATION TOPICS - (K-3 ONLY)

   a. ADVERTISING: A means used to attempt to interest consumers in buying a product.

   b. BANKING: Saving in a financial institution and being given a reward by that institution for saving rather than consuming. The reward is in the form of interest (money) paid relative to the amount of money saved.

   c. BUDGETING: Deciding what to do with monies received.

   d. TAXES: An amount of money paid to the government in return for services provided by the government.

10. CONSUMER EDUCATION TOPICS - (4-6 ONLY)

   a. ADVERTISING: A means used to attempt to interest consumer in buying a product.

   b. BANKING: Different types of financial institutions provide different services either to individuals or to businesses.

V. CONCEPTS: A DEFINITION (CONT'D)

10. c. BUDGETING: A balancing of the money an individual has and the expenses that the individual chooses to (or must) make.

d. CREDIT: Trust extended to a consumer in the expectation that the consumer will pay in the future for goods and services received now. The consumer also pays for this "trust" in the form of extra money (above the regular selling price) paid to the seller. This extra money is termed interest.

e. INSURANCE: A guarantee of financial reimbursement in the event of an accident, illness, death, etc., purchased by the consumer.

f. SAVINGS: Money kept in a financial institution. The consumer is given a reward by that institution for saving rather than consuming. The reward is in the form of interest (money) paid relative to the amount saved and length of time money is kept in the bank.

g. TAXES: amount of money paid to the local, state, or federal governments in return for services provided by the government.

VII. GLOSSARY -- (K-3) (4-6)

ASSEMBLY LINE
A production method using interchangeable parts in which each worker does one part of the total assembly job.

BANK
A business firm which deals in money.

BARTER
An exchange or trade of goods or services made without the use of money.

BUDGET
A plan for spending and saving money.

CAPITAL
The tools, money, and equipment used in a business.

CAPITAL GOODS OR CAPITAL RESOURCES
The tools, machinery, or equipment used in a business. Also referred to as <u>production goods</u>.

COMMODITY
A thing of value or use; an economic good.

CONSUME
To buy and use goods and services.

CONSUMERS
People who purchase and use goods and services.

COST OF LIVING
The amount of money needed to buy the goods and services required to maintain a certain standard of living.

CREDIT
The promise to pay or repay at a future date in exchange for the immediate receipt of goods, services, or money.

DEPOSIT
Money accepted by a bank from people for safekeeping.

DEPOSITOR
A person who has money on deposit in a bank.

ECONOMIC GEOGRAPHY
The study of people's environment in relation to their economic activity.

ECONOMICS
The study of the conditions and laws affecting the production, distribution, and consumption of resources.

VII. GLOSSARY (CONT'D)

ENDORSEMENT
The payee's signature on the back of a check.

ENTREPRENEUR
The organizer of a business.

ENVIRONMENT
People's physical surroundings.

EXPORTS
Goods sent from a country or area to another country or area.

GOODS
Tangible objects which are desired by consumers.

HUMAN RESOURCES
The people of a country; their energy and work. Mental and physical labors of people.

IMPORTS
Goods grought into a country or area from another country or area.

INCOME TAX
An amount of money paid to the government based on wages or salaries earned.

INSURANCE
Protection against unexpected losses, accidents, or damages.

INTEREST
Money earned by depositors as well as money paid by borrowers.

INTERNATIONAL TRADE
Buying and selling of goods and services between different countries.

LABEL
The information on a product which tells truthfully the contents, amount, and maker of the item as well as other information useful for the consumer.

LABOR
Physical work

LABOR FORCE
The total number of workers in a country, an industry, or in a particular area.

LOAN
Money borrowed by people or businesses from a bank.

MASS PRODUCTION
The method of making things in large quantities.

VII. GLOSSARY (CONT'D)

NATURAL RESOURCE
Any resource provided by nature such as soil, forests, minerals, water supply, and wild game.

PAYEE
The party to whom a check is made payable.

POLICY (INSURANCE)
An agreement between an insurance company and the person buying the protection listing all rules, regulations, and conditions

PRICE
The cost of an item. The amount of money paid by a consumer for goods or services.

PRIVATE OWNERSHIP
Owned by individuals or groups of individuals.

PRODUCERS
Companies and businesses which make and sell products.

PRODUCTION
The making of goods or the supplying of a service.

PRODUCTION GOODS
The tools, machinery, or equipment used in a business. Also referred to as Capital Goods or Capital Resources.

PROPERTY TAX
An amount of money paid according to the value of house, building, and/or land.

PUBLIC OWNERSHIP
Owned by the government for the use of all people.

SALARIES
Money paid to people in exchange for their services and skills. Also referred to as wages.

STANDARD OF LIVING
The average manner of day-to-day living of a country, group, or individual, with reference to food, housing, clothing, comforts, etc.

TAXES
Government revenue which comes from payments made by citizens from special assessments.

WAGES
Money paid to people in exchange for their services and skills.

VIII. GENERAL RESOURCES — (K-3) (4-6)

A. AUDIOVISUAL

SCARCITY

Primary and Intermediate Level Films:

Homes Around the World. Universal Education and Visual Arts Company.

The Navaho Indian. Coronet Films.

Shelter. Gateway Films.

Intermediate Level Films:

Indians of California. Part I,"Village Life," Part II, "Food." Charles Cahill and Associates, Inc.

Japanese Family. International Films Foundation.

Mexican Village Family. Paul Hoefler Films.

Shelter. Encyclopedia Britannica Educational Corporation.

EXCHANGE AND MONEY

Intermediate Level Films:

Money Talks. American Bankers

Story of Money. International Film Bureau Incorporated.

What Is Money? Coronet Films.

Intermediate Level Filmstrips:

Why We Use Money. Learning Corporation of America.

PRODUCTION

Primary Level Films:

Grandmother Makes Bread. Bailey Films.

Primary and Intermediate Level Films:

Colonial Children. Encyclopaedia Britannica Educational Corporation.

Colonial Living. International Film Bureau, Incorporated.

Dairy Industry. Carl F. Mahnke

How Machines and Tools Help Us. Coronet Films.

Machines That Help the Farmer. Film Associates Incorporated.

The Story of Citrus Fruits. Coronet Films.
Workers Series. Coronet Films. (Soundstrip)

Intermediate Level Films:
Clothes We Wear. Church-Wex.
Clothing. Encyclopaedia Britannica Educational Corporation.
Corn Belt, The. Indiana University.
Cotton Belt Yesterday and Today, The. Indiana University.
Copper Mining. Pat Dowling.
Factory, The. Films Associates.
Inventions in America's Growth, 1750-1850. Coronet Films.
Inventions in America's Growth, 1850-1910. Coronet Films.
Meat From Range to Market. Encyclopaedia Britannica Educational Corporation.
Our Natural Resources. Pat Dowling.
Port Everglades. Calvin Company.
Sharing Economic Risks. Coronet Films.
Whitney, Eli, Invents the Cotton Gin. McGraw-Hill.

SPECIALIZATION
Primary Level Films:
City Fire Fighters. Coronet Films.
Fathers Go Away to Work. Pat Dowling.
Helpers in Our Community. Coronet Films.
Helpers Who Come to Our House. Coronet Films.
What Do Fathers Do? Church Films.

Primary and Intermediate Level Films:
Doctor, The. Encyclopaedia Britannica Educational Corporation.
Fireman, The. Encyclopaedia Britannica Educational Corporation.
Here Comes the Milkman. Bailey Films.
Mailman, The. Encyclopaedia Britannica Educational Corporation.
People Who Work at Night. Film Associates.
Pioneer Home, A. Coronet Films.

Policeman Walt Learns His Job. Film Associates

Your Fireman. Rivera Production.

Intermediate Level Films:

Farmer, The. Encyclopaedia Britannica Educational Corporation.

Florida Cowboy. Teaching Films Corporation.

Whitney, Eli, Invents the Cotton Gin. McGraw-Hill.

Workers Series. Coronet Films. (Soundstrip)

FREE ENTERPRISE

Primary Level Films:

Food Store, The. Encyclopaedia Britannica Educational Corporation.

Stores in Our Community. Coronet Films.

Primary and Intermediate Level Films:

Farmer Don and the City. Film Associates.

Government. McGraw-Hill.

Our Community. Encyclopaedia Britannica Educational Corporation.

Our National Government. Knowledge Builders.

Rules and Laws. Encyclopaedia Britannica Educational Corporation.

Story of a Wholesale Market. Churchill Films.

What Our Town Does for Us. Coronet Films.

Wholesale Produce Market. Parts 1 and 2. Academy Films.

ADVERTISING

Intermediate Level Filmstrips:

Consumer Advertising Teaching Kit. With Cassette Tape. Proctor and Gamble Company, P.O. Box 14465, Cincinnati, Ohio 45214.

Consumer Education. With Record. Teaching Resources Films, Bedford Hills, New York 10507.

Consumer Education for the Elementary Grades. With Records. Centron Educational Films, 1621 West Ninth Street, Lawrence, Kansas 66044.

Consumer Fights Back. With Cassette Tape. "Fundamental Issues of Our Time," Part 1. Teaching Resources Films, Bedford Hills, New York 10507.

VIII. GENERAL RESOURCES (CONT'D)

BANKING

Primary and Intermediate Level Filmstrips:

Andy Lends Money to the Bank. WaSP Filmstrips.

What the Bank Does with Andy's Money. WaSP Filmstrips.

Intermediate Level Films:

Using Bank Credit. American Bankers.

TAXES

Primary and Intermediate Level Films:

Government. McGraw-Hill

Our Community. Encyclopaedia Britannica Educational Corporation.

Our National Government. Knowledge Builders.

Rules and Laws. Encyclopaedia Britannica Educational Corporation.

What Our Town Does for Us. Coronet Films.

GENERAL ECONOMICS

Choices and Values. 6 Soundstrips. BFA Educational Media.

Market Economy. 6 Soundstrips. BFA Educational Media.

Primary Economics. 4 Soundstrips. BFA Educational Media.

B. SIMULATION GAMES

Clean Up. Grades 1-3; $5.00. Damon Educational Company, 80 Wilson Way, Westwood, Massachusetts 02090.

Dirty Water. Grades 4-6; $10.00. Damon Educational Company.

Ecology. Grades K-2; $5.00. Damon Educational Company.

Graphigame: Environmental Attitudes. Grades 4-12; $3.75. Educational Ventures, Inc., 209 Court Street, Middletown, Connecticut 06457.

Import. Grades 4-7; $10.00. Simile II, 1150 Silverado, La Jolla, California 92037.

Managing Your Money. Grades 6-12; $2.50. Cuno Mutual Insurance Society, P.O. Box 391, Madison, Wisconsin 53701.

Pink Pebbles. Grades 4-9; $8.00. Educational Ventures, Inc.

Road Game, The. Grades 6-10; $7.95. Herder and Herder, 232 Madison Avenue, New York, New York 10021.

Scarcity and Allocation. Grades 4-12; $5.00. Good Times Educators, c/o Robert Reinke, Route 2, Monticello, Minnesota 55362.

Transportation. Grades 3-6; $16.00. ABT Associates, Inc., 55 Wheeler Street, Cambridge, Massachusetts 02138.

VIII. GENERAL RESOURCES (CONT'D)

C. TEXTUAL RESOURCES

STATE ADOPTED INSTRUCTIONAL MATERIALS:

Taba Program in Social Science. Addison Wesley.

Concepts and Inquiry. Allyn & Bacon.

Exploring the Social Sciences. American Book Company.

Tiegs-Adams Series. Ginn Publishing Company.

Concepts and Values. Harcourt, Brace, Jovanovich.

Holt Data Bank Series. Holt, Rinehart, & Winston.

Windows on Our World. Houghton Mifflin.

Focus on Active Learning. Macmillan Publishing Company.

Man and His World. Noble & Noble.

Our Working World. Science Research Associates.

Social Science Series. Silver Burdett.

D. TEACHER RESOURCES

Bach, G. L. Economics: An Introduction to Analysis and Policy. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

The C.A.S.E. Economic Literacy Series, (revised). A series of texts for use by the teacher in understanding basic economic principles. Designed as a high school economics program, it is useful to the elementary teacher who is introducing economics for the first time. Write for prices: Council for the Advancement of Secondary Education, 1201 16th Street, Northwest, Washington, D.C. 20006.

Gill, R. T. Economics: A Text with Readings. Goodyear Publishing Co., Inc., Pacific Palisades, California.

Gwartney, J. D. Economics: Private and Public Choice. New York: Academic Press.

Hazlitt, Henry. Economics in One Lesson. New York: Manor Books, Inc.

Heyne, P. and T. Johnson. Toward Economic Understanding. Palo Alto, California: Science Research Associates.

Money: Master or Servant? A 48-page illustrated non-technical explanation of the importance of money and banking in the economy. Federal Reserve Bank of New York, 33 Liberty Street, New York, New York 10045.

VIII. GENERAL RESOURCES (CONT'D)

Samuelson, P.A. Economics: An Introductory Analysis. New York: McGraw-Hill Book Company.

You and Your Money. An elementary booklet showing travels of a "greenback" from consumer to wholesaler to manufacturer and back to the consumer. Federal Reserve Bank of Richmond, Richmond, Virginia 23261.

VI. ACTIVITIES

LEVEL 2 (2, 3)

A. The individual as the basis of our economic system.

Scarcity

a. The student will discriminate between needs and wants.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students draw pictures of things each child's family wants. Then have students roleplay a family discussion about which items have priority (i.e., television set, stove, bed, air conditioner, car, swimming pool). Questions for discussion: a. What might a mother want for herself? b. What might a father want for himself? c. At a time when members of a family want things for the whole family, for part of the family, and for themselves, which things do you think they should try to get first? Why? d. Should things a whole family wants come before things that one person wants? Why or why not?
	2. Have students make a bulletin board of drawings showing things their family wants. Discussion: IF THE FAMILY CANNOT HAVE ALL OF THESE WANTS, CHOOSE WHICH OF THESE THE FAMILY REALLY NEEDS.
On the chalkboard, list at least ten items found in a school or community.	3. From a list of items found in a school or community, the students will distinguish between those which are wants and those which are needs.
List these categories of needs on the board: FOOD SHELTER CLOTHING	4. a. Have students name items for the chart which are found in the school or community. b. Using the completed chart as a guide, have students select from magazines or draw pictures which illustrate these various school or community needs. c. Have students make a bulletin board entitled: BASIC NEEDS OF OUR SCHOOL/COMMUNITY

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES

The group of goods and services can be compiled as a list, a collection of drawings, a bulletin board, etc.

EXAMPLE DIAGRAMS:

LUMBER	
Needs	Wants
1.	1.
2.	2.
3.	3.

ELECTRICITY	
Needs	Wants
1.	1.
2.	2.
3.	3.

Have several pictures of people in different situations as a motivation and encourage students to add as many of their own as they can think of.

You may also make a ditto sheet with the following repeated at least ten times:

If I were_____, I would want_____.

You may want to have students divide a sheet of drawing paper into four sections and illustrate how they feel in each of the four situations.

5. Have students name or draw a variety of goods and services which their community wants or needs (i.e., constructional materials for roads and buildings, utilities, restaurants, theaters, stores, recreation facilities, schools, hospitals, public transportation, banks, repair and protection services, etc.).

6. a. Given the diagrams, each student will list a minimum of three needs and three wants (not necessary for survival) for each item.

   b. Have students compare the completed diagrams and discuss the differences explaining the reasons for any needs or wants which are not self evident.

7. Have students complete sentences naming the wants or needs of people in different situations or cultures, i.e.:

   If I were a fisherman, I would want_____.

   If I were an astronaut, I would want_____

   If I were an Eskimo, I would want_____

   If I were in the rain, I would want_____

8. Ask the students to imagine a room filled with their favorite foods. Have students discuss their feelings in the following situations:

   a. Looking at all the food through the window and being very hungry.

   b. You are told that you can have all you want to eat.

   c. How you feel after you have eaten all you want.

   d. When you are urged to eat even more of the food.

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES
	9. a. Have each student draw a picture of something that he/she wanted as a younger child but that he/she no longer wants now. Why does he/she no longer want this item? b. Have each student draw a picture of something he/she does not want now, but that might be wanted as he/she grows older. Why might he/she want this at a later age?
Basic needs: FOOD, CLOTHING, SHELTER	10. Have several members of the class illustrate (drawing, mural, dioramma, etc.) how basic needs are solved by a contemporary family. Have several other members of the class illustrate how these basic needs were solved by a family of cavemen. Have students compare these illustrations and discuss: - What differences do they notice? - What similarities do they notice?
	11. a. Have each student describe a favorite food or meal and compare it with the preferences of other class members. b. Discussion: WHAT'S WRONG WITH THIS SLOGAN: "DAPPER DON'S DELICIOUS DOUGHNUTS ARE EVERYONE'S FAVORITE"?
The pictures, with the advertisement for each attached, can be displayed as a bulletin board or anywhere in the classroom where the advertisements can be seen by all students.	12. a. Ask students to collect or draw pictures of the different types of housing found in their city, state, or country (i.e., single family dwellings, trailer homes, houseboats, apartments, tents, etc.). b. Have students write an advertisement stating the advantages of each type of dwelling.

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES
This can be an oral or a written assignment.	13. Have students describe three types of housing facilities found in their city, county, or state and have them give reasons why housing facilities vary.
"Because I like it" is not an acceptable answer.	14. Have each student name an item recently purchased by the student or the student's family. Then have each student identify at least three things that might have influenced his/her decision to buy the item.
	15. Make a chart listing five things you WANT and five things you NEED. When these columns are filled, complete the REASON column. "I like it," is not an acceptable answer.

THINGS I WANT	REASON WHY	THINGS I NEED	REASON WHY
1.			
2.			
3.			
4.			
5.			

Poems to Read to the Very Young. Selected by Josette Frank. New York: Random House, 1961.	16. In the poem "The Chickens" from Poems to Read to the Very Young, primary school youngsters would hear about the wants of a family of young chickens which will remind them of similar wants they hear expressed in their own homes. And even very young children could see that we all must choose certain things that we want very carefully because, whether it is a worm, a bug, meal, a leaf, or gravel-stone, as in the case of the chickens or food, clothing, or toys in the case of the children, there is never enough to supply everyone with everything he wants, no matter how hard he "scratches" for it.

NOTES TO THE TEACHER	ACTIVITIES
	16. Several readings of the poem plus some interested questionings by the teacher could lead to a discussion by the children of various foods or possessions they had wished for lately. The teacher should list these on the chalkboard. Later, the class could go over the list and decide where these wants originated: in a desire for food, in a need for clothing, or perhaps in a wish for a toy, book, or the like. And most will agree that they still want such things whether or not they really need them. Now, ask the children to identify some of the things they have said they wanted but could have done without. Possibilities under food could be sweets or snacks, under clothing perhaps fad-following wearing apparel, and under toys some TV-promoted gadgets they wouldn't have even thought about without the prodding of advertising. Then point out that wants and needs are not the same. We want things for all sorts of different reasons according to whom we are and how we feel. RELATED ACTIVITIES: a. Have each child draw a "wish" picture showing something he would like to have. b. Ask each child to find out some of his parents' wishes. Then he could draw a picture of a wish that was described to him. c. In magazines, find pictures of children and mount them on cardboard. Be sure that they represent all levels of society. Then ask the class what might be some of the things that these children would wish for. d. On a bulletin board, have a large picture of a needy, ragged waif on one side and a picture of a well-fed, well-dressed child on the other. Surround the waif with pictures of necessities he might wish for such as rice, shoes, etc. Near the other child show the extras he might wish for such as sweets and toys. Be sure to make the point that all people have wants regardless of their ways of life.

VI. ACTIVITIES

LEVEL 2 (2, 3)

A. The individual as the basis for our economic system.

Scarcity

b. The student will define scarcity as not being able to satisfy all our wants and needs.

NOTES TO THE TEACHER	ACTIVITIES
You may wish to make a list on the chalkboard of the various items named.	1. DISCUSSION: What items would you like to have in our school (or in our community) which we do not presently have? Why?
Be sure that basic needs are emphasized and categorized.	2. Have the students construct a bulletin board or make booklets answering the questions: "What does a community need first?" and "Why?"
Ditto or write on the board a list of possible community needs and wants such as: - a new bridge on a busy street - a swimming pool for the recreation area - another fire truck - trees and shrubbery for a new shopping mall - more supplies for the local schools	3. Divide the class into small groups (maximum of five students per group). Give each group a list of community wants and needs. Through a group discussion, each group is to decide the order of preference for these community needs and wants. Each group is to report on it's choices and reasons for these choices to the class.
	4. After listing games the class enjoys playing (or pets the students would like to have), the students vote for one favorite. From the vote, rank the top three games (or pets) in order of preference.
	5. Have students interview members of their family in order to determine the five most wanted goods or services their family either has or would like to have. a. Have students rank their choices in terms of importance to their family. b. Have each student illustrate items his/her family would like to have and number them in order of their importance to the family.

NOTES TO THE TEACHER

ACTIVITIES

6. a. Have students describe choices which have not brought the satisfaction anticipated.

   b. Have each student write and illustrate a story entitled, "A Poor Choice."

7. DISCUSSION: Products which seemed very desirable from an advertisement, or from the store window, but that were disappointments when actually purchased.

8. a. Student describes a pet he would like to own and lists the things he considers important in the purchase. He then lists things his parents might consider important.

   b. Student pretends he is going to own a new bicycle and answers the question: Which of the considerations below would be most important to you, and which would be most important to your parents?

Price	(Parents)
Color	(Me)
Size	(Parents & Me)
Brand	
Accessories	
Style	
Guarantee	

NOTES TO THE TEACHER	ACTIVITIES
Peet, Bill. The Wump World. Boston: Houghton Mifflin Co., 1970.	9. In The Wump World, the children can hear about two contrasting worlds: the "Wump" world of reasonable wants and the "Pollutians'" world of uncontrolled wants. This story could act as a backdrop for a discussion of scarcity because the class could easily understand from the story the havoc caused by ungoverned greed. Finally, the earth's scarce supplies were wantonly used up. On the other hand, reasonable people such as the Wumps, who understand the need for planning, want to cut down on waste and make the best use of the resources that are available. Since the book mentions black smoke dirtying the air, the teacher could ask the children where they have seen some. This could lead to a discussion about emissions from cars, buses, trains, and factories; and perhaps some of the students will have seen on TV some of the announcements of progress being made by companies who try to produce the things people want but who understand the scarcity of clean air and want to help preserve it. Some of the examples that could be mentioned and discussed are anti-pollution devices for cars, electric cars for short-distance deliveries, and air-cleaning devices in factory smokestacks. Every child can readily understand that we people of Earth are using up tremendous quantities of the world's scarce resources, and that we need to find ways to become more like the "Wumps" and less like the "Pollutians." RELATED ACTIVITIES: a. Have half the class make drawings of polluters at work that make the landscape dingy with smoke while the other half draws pictures of a cleaned-up world where production goes on but where pollution has been controlled. Use the first set on one bulletin board and the second set on another. b. Plant a class tree in the school yard or in a nearby park that will help replace some day one of the trees that had to be used up in making paper for school supplies. Explain to the children that many lumber companies now try to replace the trees that they harvest; nevertheless, trees will always be in short supply in comparison to the world's uses for lumber.

NOTES TO THE TEACHER	ACTIVITIES
	9. c. Discuss some ways that young people could help conserve scarce materials. Some possibilities that could be mentioned: - Taking reusable bottles back to the store - Returning clean grocery bags - Collecting used aluminum cans for recycling

VI. ACTIVITIES

LEVEL 2 (2, 3)

A. The individual as the basis of our economic system

Scarcity

c. The student will be able to identify a foregone opportunity, after making a choice.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students describe what a family might forego in order to accumulate enough money to buy a new bicycle for a child. Also discuss alternatives: - The family could buy a used bike and fix it up. - An older child could work after school and earn extra money to buy the bicycle.
	2. a. Have class members illustrate clothing appropriate for various activities, occupations, or cultures. OR b. Ask students to write a paragraph on the appropriate dress for each: A Safari; A Space Trip; Scuba Diving. OR c. Have one child describe clothing required for a particular activity or occupation. Let the class guess the activity or occupation for which it would be appropriate.
These topics could be illustrated and/or the class could be divided into five small groups. Each group could take one topic, discuss it, and report its conclusions to the class.	3. TOPICS FOR DISCUSSION: a. Class explains the necessity for a school cafeteria time schedule in terms of scarce resources, i.e., space, manpower. b. Class discusses the reasons for limiting the number of library books one may check out. c. Class explains why every child is not picked up at his front door and brought to the school each day.

NOTES TO THE TEACHER	ACTIVITIES
	3. d. Students are asked to observe classroom equipment. This activity should be followed by a discussion regarding those items which are in limited supply. e. Class discusses how the limitation of space affects the types of classroom games which may be played.
	4. a. Undeveloped land is given to the community for a park. Form three committees representing elementary school children, teenagers, and adults. Dramatize the wants of each group in relation to the piece of land. Remember that the land can be used for only one purpose, so each committee must have good reasons for its wants in order to convince the other two committees. b. Have the wants of each group summarized by an elected group chairman. Ask each group for items which are commonly agreed and disagreed upon. Then have the class vote on which committee gave the best reasons for the proposed use of the land.
These can be illustrated and/or the class can be divided into five groups, each group discussing one topic and reporting its conclusions to the class.	5. TOPICS FOR DISCUSSION: a. Class examines the school cafeteria menu for a particular day and then describes the various lunches that are available. Emphasize that when a student makes his selection, he foregoes other possible items. b. Have children pretend that they are to receive 10¢ per day for one week. Further, they are to assume that they want a 10¢ candy bar each day as well as a 35¢ comic book. Then ask what choices they must make. This exercise should encourage children to consider saving for delayed spending as contrasted to spending for immediate gratification.

NOTES TO THE TEACHER	ACTIVITIES
	5. c. Why might someone forego ten minutes of playtime in order to read, practice an instrument, do homework? d. Class talks about how one might accumulate money for a special day. What would have to be foregone? e. WHAT I WOULD LIKE MOST TO TAKE WITH ME ON A SPACE TRIP TO THE MOON. 6. a. Students list some of the various recreational facilities available in their city, town, or state. A bulletin board might depict these facilities. Also, have them list recreational activities which may be carried out within the home. b. Students explain why there are many different recreational facilities in their area and list which recreational facilities are preferred by their families. 7. Class develops a list of alternative uses for the following items and then answers the question: When one alternative is chosen, what happens to the others? a. Ground Meat b. Two Yards of Fabric c. Chocolate Syrup d. Time Spent in the Library

NOTES TO THE TEACHER

Make a ditto of the chart. The students can do this either individually, with a partner, or as a small group activity.

ACTIVITIES

8.

RESOURCE	CHOICE MADE	CHOICES GIVEN UP
2 eggs	Omelet	Scrambled; fried; in a cake
1 package of marshmallows	Use in candy	Toasted marshmallows; hot chocolate
25¢	Bubble gum	?
1 hour of time	Play baseball	?
Bottle of Shampoo	Use to shampoo dog	?
One bed for each member of family	Allow visiting grandma to use one bed	?
5 gallons of gasoline	Use to run an outboard motor while fishing	?

VI. ACTIVITIES

LEVEL 2 (2, 3)

A. The individual as the basis of our economic system.

Scarcity

d. The student will recognize that certain resources are more scarce than others.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have the class discuss resources in the community which are obviously limited (i.e., land, teachers, libraries). Follow this with a discussion about resources which might at first seem unlimited (i.e., sand on the beach, goods at a store). Contrast plentiful with limited.
	2. a. Students walk around the school block and observe the way the land is used. Using a sandtable or mural, they map the area. Following a discussion, children pick alternative uses for the land. b. Class tells three alternative uses for the school building.
	3. Students indicate which of these items are limited: CEMENT — UNPOLLUTED AIR SAND — LIGHT BULBS BOOKS — BUBBLE GUM TOYS — BLADES OF GRASS SOIL — COUNTING NUMBERS EGGS — ANTS
43	4. Have the students make a mural or land-use map for a fictitious community or school. 43

RESOURCES

SCARCITY - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 5 - Pages 84 - 95
- Chapter 6 - Pages 96 - 107
- Chapter 7 - Pages 108 - 119
- Chapter 8 - Pages 120 - 133

Teacher's Edition: Problems Book:
- Chapter 5 - Pages 21 - 22
- Chapter 6 - Pages 23 - 25
- Chapter 7 - Pages 26 - 28
- Chapter 8 - Pages 29 - 31

Scriptbook:
- Chapter 5 - Pages 16 - 17
- Chapter 6 - Page 18
- Chapter 7 - Pages 19 - 20
- Chapter 8 - Pages 21 - 23

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 6 - Calcutta--Pages 144 - 153
  Singapore--Pages 154 - 163
- Chapter 8 - Pages 178 - 189

Teacher's Edition: Problems Book:
- Chapter 6 - Calcutta--Page 31
  Singapore--Pages 32 - 33
- Chapter 8 - Pages 36 - 37

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"The World Around Us" (Grade 2), and "Who We Are" (Grade 3), Windows On Our World. Houghton Mifflin.

Unit 6 - Lessons 4, 5, 6, 7 (Grade 2)
Unit 2 - Lesson 16 (Grade 3)

"The Third Planet" (Grade 2), and "Web of the World" (Grade 3), Focus on Active Learning. MacMillan Publishing Co.

Chapter 9, 10, 12, 13, 14 (Grade 2)
Chapter 1, 10 (Grade 3)

"Groups and Communities" (Grade 2), Man and His World. Noble and Noble.

Chapter 2

"Living in Communities" (Grade 2), Social Science Series. Silver Burdett.

Unit 1 - Lesson 15

"Red" (Grade 2), and "Green" (Grade 3), Concepts and Values. Harcourt, Brace, Jovanovich.

Unit 7 (Grade 2)
Unit 5 (Grade 3)

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

1. Exchange and Money

a. The student will define trade as the exchange of goods or services one has for the goods and services of others.

NOTES TO THE TEACHER	ACTIVITIES
Do not include any exchanges which involve the payment of money.	1. Discuss experiences the students have had in trading toys, candy, trading cards, etc. Perhaps they have exchanged a home task with a brother or sister. 2. Have a class discussion on how goods and services are exchanged today. Students are asked: How do we get the goods and services we want today? What would it be like to everyone did not accept money? 3. Have the students role play examples of trade. Then, the class guesses what trade is being depicted.

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

1. Exchange and Money

c. The student will state the consequences on people if there were no trade.

NOTES TO THE TEACHER	ACTIVITIES
You may wish to have the students pose similar situations and the probable outcome of each. The students could tell or write and illustrade stories explaining the probable outcome of each situation. (In these situations trade is possible but not acceptable.)	1. DISCUSSION: - What would happen if you wanted an ice cream cone and had only a pair of shoes to exchange for it? - What if the dentist (or any other occupation) were paid in tires but what the dentist's family needed was food? - What if the tomato grower could pay only in tomotaoes? - Suppose a boy who walked a dog was paid for this service in glass beads. He wanted to buy a water pistol. What problem might he have if he tried to exchange his glass beads for the pistol? Why would payment in money solve this problem?
The children could write stories for this activity. Or, you may wish to separate them into small work groups. Different or similar situations could be given to each group. After arriving at its conclusions, each group could share its solution with the class. These presentations could include not only an oral report, but illustrations or diorammas as well.	2. SURVIVAL STORIES Have the students imagine what would happen if . . . - Their family were stranded on an uninhabited tropical island with no contact with the rest of the world for a year? - Their family were pioneers with Davy Crockett? QUESTIONS: - Would all the people in the "survival group" build a shelter first? If so, how would they get their food? - How could the group best provide for its needs? What should the people do first? Should they divide the work? If so, how?

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES
You may wish to contrast total self-sufficiency with the way goods and services are exchanged today.	3. Give examples of the consequences of the absence of trade. If you have and produce everything yourself, what would be the effect on you? Have the students write a diary of a person or of a family producing everything independent of the rest of the community. The daily diary account should be constructed for at least three consecutive days. QUESTIONS FOR DISCUSSION: - Have all the person's or family's basic needs been satisfied in the diary account? - Would you like to live as the person in your diary did? Why or why not?

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

1. Exchange and Money

d. The student will define exchange in terms of using money to secure what is wanted.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students prepare an illustrated price catalogue of any goods they wish. 2. Have students bring in newspaper advertisements showing prices for two kinds of meat, two kinds of fruit, and two kinds of shoes. 3. Have students check those statements which relate to the convenience of money as a means of saving and as a means of exchange: _____ Money will not spoil. _____ Money has a picture of a famous American on it. _____ Money does not wear out easily. _____ Money does not have to be fed. _____ Money has dates on it.

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system

1. Exchange and Money

e. The student will cite instances in which he/she has taken part in exchange.

NOTES TO THE TEACHER	ACTIVITIES
	1. Students play bank with play money. Have different students come to the bank with a play dollar bill. Have the bankers give change for the dollar using various coin combinations. Teacher can list on the board the various ways change can be made.
	2. Class presents a playlet. Act I takes place in Money City. A student buys ten candy bars for a dollar while another buys five for fifty cents and another buys one for ten cents. Act II takes place in Barter City or Trade Town. Ten bars of candy equal one book. Different children may dramatize buying various amounts of candy. After these two acts, the class should discuss the advantages of money coming in various demoninations, whereas goods such as books cannot be divided without a loss of value.
You may wish to separate the class into small groups and assign a different "missing community worker" to each group. When finished, each group in turn could share and explain its collage to the class. Or the collages could be displayed in the class for the students.	3. Have the students dramatize what might happen if some of the community workers were missing (i.e., carpenter, builder). Have the students make a collage of all the items they could not have in their community if there was a total absence of exchange with this worker. Or, two collages could be made, one indicating the 'needs' which would be missing, and the other indicating the missing 'wants.'
	4. To illustrate the difficulty of shopping in a barter system, the class can prepare a display of advertisements of two stores. The first store is located in a city where money is used as a means of exchange while the second store is located in a city where only barter or trade is used. The class then proceeds, with adult help, to develop a display of sales advertisements entitled: KNOW THE PRICE BEFORE YOU BUY. The display may be similar to the one shown on the following page:

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES

4. MONEYVILLE

Big Scoop's Place --- SALE: Banana Split -- $1.25
Giant Dip's Place --- SALE: Banana Split -- $1.10

BARTERTOWN or TRADE TOWN

Big Scoop's Place --- SALE: Banana Split -- 2 Snake Skins
Giant Dip's Place --- SALE: Banana Split -- 1 Dog Collar

RESOURCES

EXCHANGE AND MONEY - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 5 - Pages 84 - 95
- Chapter 6 - Pages 96 - 107
- Chapter 7 - Pages 108 - 119
- Chapter 8 - Pages 120 - 133

Teacher's Edition: Problems Book:
- Chapter 5 - Pages 21 - 22
- Chapter 6 - Pages 23 - 25
- Chapter 7 - Pages 26 - 28
- Chapter 8 - Pages 29 - 31

Scriptbook:
- Chapter 5 - Pages 16 - 17
- Chapter 6 - Page 18
- Chapter 7 - Pages 19 - 20
- Chapter 8 - Pages 21 - 23

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 2 - Pages 50 - 63
- Chapter 8 - London--Pages 193, 194

Teacher's Edition: Problems Book:
- Chapter 2 - Pages 12 - 14
- Chapter 8 - London--Pages 42, 43

Scriptbook:
- Pages 12 - 15

"Web of the World" (Grade 3), Focus on Active Learning. Macmillan Publishing Company.

Chapter 10

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"Living in Communities" (Grade 2), and "People in Regions" (Grade 3), Social Science Series. Macmillan Publishing Co.

Unit 3 (Grade 2)
Chapters 5, 8 (Grade 3)

"Red" (Grade 2), Concepts and Values. Harcourt, Brace, Jovanovich.

Unit 6

"Our Neighbors" (Grade 2), and "Our Towns and Cities" (Grade 3), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Pages 32 - 93 (Grade 2)
Unit 1: The Big City.

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

2. Consumption

a. The student will define consumption as the using up of goods and services.

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Review with the class the meaning of these terms: GOODS - SERVICES - CONSUME - CONSUMER Have students name examples. b. Discuss with the class reasons why everyone is a consumer. 2. a. Have students identify what is being consumed in the following situations: - A family at dinner - A family washing dishes - Washing clothes - Sprinkling the lawn - A family sitting in their living room in the evening b. Have the students cut out or draw pictures illustrating a family using food, water, electricity, etc. 3. Students answer the question: Which of the following items are usually consumed by an individual, by a family, by the community? HOUSE STREET LIGHTS SHOES CAR CANDY BAR BUS SOAP WASHING MACHINE LIBRARY COAT BALL PARK SIDEWALK

NOTES TO THE TEACHER	ACTIVITIES

4. Students identify the consumer and what is being consumed in the following situations:

   - A Parade
   - Children Playing Hopscotch on the Sidewalk
   - Spectators at a Baseball Game
   - Mary Doing Her Homework
   - Teacher During Arithmetic Time
   - A Puppy Sleeping in His Basket

5. Play "WHAT AM I?" with the teacher reading the statements below. The students will respond "producer" or "consumer." Accept answers that differ if students can give a reasonable explanation.

   a. I work in a bakery. I am a _____.
   b. I am a small puppy. I eat puppy food. I am a _____.
   c. I am a farmer. I grow vegetables to sell at the market. I am a _____.
   d. I am a TV repairman. I fix your TV set. I am a _____.
   e. I have a cold. I am at the doctor's. I am a _____.
   f. I will buy medicine from the druggist. I am a _____.
   g. I help children find books at the library. I am a _____.
   h. I grow oranges in my orange grove. I am a _____.
   i. I deliver mail to your house. I am a mailman. I am a _____.
   j. My name is Tommy. I am eating ice cream. I am a _____.

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES
Easily used as a test.	6. Have each student draw a picture of two consumers. Have each explain the choices.
Easily used as a test.	7. Have each student name three ways in which each was a consumer during the past week.

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system

2. Consumption

b. The student will discriminate between goods and services.

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Children identify goods consumed in the classroom, library, office, or cafeteria. b. Children describe services they consume at school. Have them consider the classroom, cafeteria, library, or office. 2. Have pupils illustrate the good or service consumed by the community as a result of the following people. - ROAD BUILDER - BUS DRIVER - TEACHER - FIREMAN - POLICEMAN Have students identify which are goods and which are services. 3. Students list goods or services appropriate for each category below. Have students fill in the chart and put G next to items which are goods and S next to services.

I CONSUME	MY FAMILY CONSUMES	MY COMMUNITY CONSUMES

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VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

2. Consumption

c. The student will list personal examples of goods consumed quickly and others that are used up slowly.

NOTES TO THE TEACHER	ACTIVITIES
	1. Teacher has students set up three columns on paper with the headings: ONCE SEVERAL TIMES MANY TIMES Teacher then asks pupils to classify items. Have the students begin with items such as those listed below and add at least ten more of their own. - ICE CREAM CONE - KITE - PAIR OF SHOES - BICYCLE
	2. Students classify items such as the following into two lists: USED UP QUICKLY and USED UP SLOWLY - FOOD - GASOLINE - BOOKS - AUTOMOBILES - FURNITURE - WATER - HOUSE - PAPER TISSUES
Easily used as a test.	3. Have each student draw two pictures: One of something that is consumed QUICKLY and one of something consumed MORE SLOWLY. Have each student explain his/her choices.
Easily used as a test.	4. Have each student name two things that are consumed QUICKLY and two things that are consumed MORE SLOWLY which the student used during the past week.

RESOURCES

CONSUMPTION - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:

Chapter 5	-	Pages	84	-	95
Chapter 6	-	Pages	96	-	107
Chapter 7	-	Pages	108	-	119
Chapter 8	-	Pages	120	-	133

Teacher's Edition: Problems Book:

Chapter 5	-	Pages	21	-	22
Chapter 6	-	Pages	23	-	25
Chapter 7	-	Pages	26	-	28
Chapter 8	-	Pages	29	-	31

Scriptbook:

Chapter 5	-	Pages	16	-	17
Chapter 6	-	Page	18		
Chapter 7	-	Pages	19	-	20
Chapter 8	-	Pages	21	-	23

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:

Chapter 2	-	Pages	50	-	63

Teacher's Edition: Problems Book:

Chapter 2	-	Pages	12	-	14

Scriptbook:

Chapter 2	-	Pages	12	-	15

"The World Around Us" (Grade 2), and "Who Are We?" (Grade 3), Windows on Our World. Houghton Mifflin.

Unit 5	-	Lessons 5, 6, 7, 8 (Grade 2)
Unit 1	-	Lesson 11 (Grade 3)

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"The Third Planet" (Grade 2), and "Web of the World" (Grade 3), Focus on Active Learning. Macmillan Publishing Co.

Chapters 9, 10, 12, 13, 14 (Grade 2)
Chapters 2, 6, 7, 14 (Grade 3)

"Cities and Suburbs" (Grade 3), Man and His World. Noble and Noble.

Units 2, 3

"Living in Communities" (Grade 2), and "People in Regions" (Grade 3), Social Science Series. Silver Burdett.

Unit 1 - Lessons 4, 5, 6 (Grade 2)
Unit 3 (Grade 2)
Chapters 5, 8 (Grade 3)

"Red" (Grade 2), Concepts and Values. Harcourt, Brace, Jovanovich.

Unit 6

"Our Neighbors" (Grade 2), and "Our Towns and Cities" (Grade 3), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Pages: 7 - 27; 32 - 93; 98 - 121 (Grade 2)
Unit 1 - The Big City
Unit 2 - How a City Gets Its Food (Grade 3)
Unit 3 - Our Changing City
Unit 4

"People in Neighborhoods" (Grade 2), and "People in Communities" (Grade 3), The Taba Program in Social Studies. Addison-Wesley.

Units 2, 3 (Grade 2)
Unit 1, Main Idea 1 (Grade 3)
Unit 2, Main Idea 3 (Grade 3)

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system

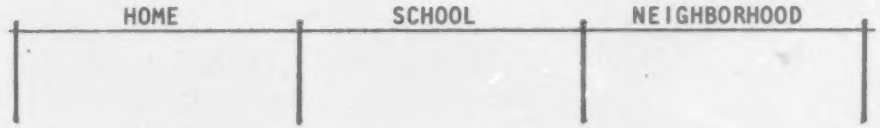
3. Production

a. The student will define production as the making of goods and services to be used by consumers.

NOTES TO THE TEACHER	ACTIVITIES
	1. Class walks through a shopping or business area noting the variety of businesses. Follow this by a discussion of the goods and/or services produced by each. If desired, the class may make a bulletin board of neighborhood businesses, highlighting the good or service produced by each one. 2. a. Have the class engage in some productive operation such as making and serving fruit punch or planting and tending beans, radishes, marigolds, etc. Then have the class enumerate the specific factors necessary to accomplish their productive effort. Classify these factors as: A PLACE TO WORK; TIME; SKILLS; MATERIALS; TOOLS; and EQUIPMENT b. Have class discuss what is necessary in order to produce the following: - CANDY - SHOES - BREAD - LAUNDRY SERVICES 3. a. Give each child five minutes to list the possible uses for a given piece of wood or other material. Write the class' ideas on the chalkboard. b. Have each student name at least five products made of _____. (i.e., steel, plastic) 4. QUESTION FOR DISCUSSION: What is produced at HOME, at SCHOOL, in the NEIGHBORHOOD?

Cont'd next page ---

NOTES TO THE TEACHER	ACTIVITIES
This can also be done pictorially and be made into a bulletin board.	4. Have students complete this chart with at least three (3) products found in each category:
This activity can be done with any appropriate library resource book.	5. Have students examine the book How People Earn and Use Money by Muriel Stanek, pages 22 - 24. Then have students name or list all the producers they can determine from these three (3) pages.
	6. Have each student draw a picture of two producers. Have each explain the choices.



VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

3. Production

b. The student will distinguish between producers of goods and producers of services.

NOTES TO THE TEACHER	ACTIVITIES
This activity can be done by individuals, partners, or small groups.	1. Class indicates whether the following businesses produce goods, services, or both: __S__ Sparkle Clean Laundry __G__ Crunchy Munchy Candy Bar Company __G&S__ Super Duper Soda Shop __G__ The Bright Toothpaste Company __S__ High In the Sky Airlines 2. Class visits the cafeteria to observe the division of labor. The cafeteria manager might discuss the number of workers employed and the specific tasks done by each. Have the students make a list of everything observed in the cafeteria and identify each as either a good or a service. 3. Teacher draws three (3) stick figures on the board and describes each as follows: - This person helped make a piano. - This person gives piano lessons. - This person tunes the piano. Class then discusses how each person named is a producer of either a good or a service. Students then offer examples of their own.

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system

3. Production

c. The student will name people he/she knows who are producers and distinguish them from those who are not producers.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students identify community members who are producers and name what goods and services each produces. Then have students identify people in the community who are not producers.
The results of this activity can be made into a bulletin board.	2. Have students draw or cut out pictures of various community members producing goods or services. Then have students identify people in the community who are not producers.
	3. Have pairs of students dramatize simple situations involving a producer and a consumer. For example: First student: "My brakes don't work." Second student: "Just leave your bike here and I'll fix them by Thursday." Remainder of class responds to teacher's question of "Who is the PRODUCER?" by showing a response card with "P" for PRODUCER and "C" for CONSUMER. CAUTION: Identify only producers or only consumers at first.
Easily used as a test.	4. Have each student name three (3) ways in which each was a producer during the past week.
	5. Discuss things done by students the previous day or that morning. Determine whether the activity involved producing or consuming. Examples: - Eating breakfast - Watching television - Making the bed - Walking the dog - Taking class roll - Riding the bus

NOTES TO THE TEACHER	ACTIVITIES

6. Play a version of "What's My Line?" using this format:

I wash dishes for my mother.
What's my line? (Producer - Service)

I fixed my little brother's Hot Wheels.
What's my line? (Producer)

I watch TV Saturday mornings
What's my line? (Consumer)

I buy books from the Lucky Book Club.
What's my line? (Consumer)

I planted and cared for my vegetable garden.
What's my line? (Producer - Goods)

I use bubble bath when I take my bath.
What's my line? (Consumer)

7. PRODUCER OR CONSUMER?

DIRECTIONS: Read each of the following economic situations. If it is an example of a consumer behavior, write a "C" in the blank space. If it is an example of producer behavior, write a "P" in the blank space.

_____ a. Mother buying groceries at the supermarket
_____ b. Dog eating dog food
_____ c. Tom and his father watching a baseball game
_____ d. Children making lemonade to sell
_____ e. Boy delivering newspaper
_____ f. Children seeing a movie
_____ g. Policeman directing traffic
_____ h. Susan buying the book Charlotte's Web
_____ i. Tammy running in new sneakers
_____ j. Farmer growing vegetables for market

RESOURCES

PRODUCTION - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

"The World Around Us" (Grade 2), and "Who Are We?" (Grade 3), Windows On Our World. Houghton Miffiin.

Unit 5 - Lessons 5, 6, 7, 8, 9 (Grade 2)
Unit 1 - Lesson 11 (Grade 3)
Unit 2 - Lesson 12 (Grade 3)

"The Third Planet" (Grade 2), and "Web of the World" (Grade 3), Focus on Active Learning. Macmillan Publishing Co.

Chapters 7, 9, 10, 12, 13, 14 (Grade 2)
Chapters 2, 6, 7, 14 (Grade 3)

"Groups and Communities" (Grade 2), and "Cities and Suburbs" (Grade 3), Man and His World. Noble and Noble.

Units 1, 2 (Grade 2)
Units 2, 3 (Grade 3)

"Living in Communities" (Grade 2), and "People in Regions" (Grade 3), Social Science Series. Silver Burdett.

Unit 1 - Lessons 4, 5, 6, 13 (Grade 2)
Unit 3 (Grade 2)
Chapters 5, 8 (Grade 3)

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 5 - Pages 84 - 95
Chapter 6 - Pages 96 - 107
Chapter 7 - Pages 108 - 119
Chapter 8 - Pages 120 - 133

Teacher's Edition: Problems Book:
Chapter 5 - Pages 21 - 22
Chapter 6 - Pages 23 - 25
Chapter 7 - Pages 26 - 28
Chapter 8 - Pages 29 - 31

Continued next page -----

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

Senesh, Lawrence. "Neighborhoods" (Continued)

Scriptbook:
Chapter 5 - Pages 16 - 17
Chapter 6 - Page 18
Chapter 7 - Pages 19 - 20
Chapter 8 - Pages 21 - 23

Senesh. Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 1 - Pages 38 - 49
Chapter 2 - Pages 50 - 63
Chapter 3 - Pages 64 - 77

Teacher's Edition: Problems Book:
Chapter 1 - Pages 9 - 11
Chapter 2 - Pages 12 - 14
Chapter 3 - Pages 15 - 17

Scriptbook:
Pages 12 - 18

"Red" (Grade 2), Concepts and Values. Harcourt, Brace, Jovanovich.

Unit 6

"Our Neighbors" (Grade 2), and "Our Towns and Cities" (Grade 3), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Pages: 7 - 27; 32 - 93; 98 - 121 (Grade 2)
Unit 1, The Big City - Unit 2, How a City Gets Its Food - Unit 3, Our Changing City - Unit 4

"People in Neighborhoods" (Grade 2), and "People in Communities" (Grade 3), Taba Program in Social Science. Addison Wesley.

Units 2, 3 (Grade 2)
Unit 1, Main Idea 1; Unit 2, Main Idea 3 (Grade 3)

VI. ACTIVITIES

LEVEL 3 (2, 3)

B. The component parts of our economic system.

4. Distribution

The student will define distribution as the making available of products to the consumer.

NOTES TO THE TEACHER	ACTIVITIES
Trace the various places products are taken in their journey to our homes, i.e., factory, store, home.	1. a. Have students draw, cut out, or list various forms of transportation. b. What products might each form of transportation carry? Where might the product be taken? 2. a. How did (Product) arrive at my house? Name the various places the product was taken and how it got to each place. b. Draw the progress of a product; or demonstrate the product's program in diorama form. Examples: Grapefruit: tree to crate to railroad to food exchange to truck to market to buyer to car to buyer's home. Carrots: farm to crate to truck to food exchange to truck to restaurant.

RESOURCES

DISTRIBUTION - LEVEL 2 (2, 3)

CHILDREN'S LITERATURE:

Harvey, Derek G. Monorails. Putnam's Sons, 1965. Subject: Transportation Systems. Reading level: 2nd grade.
The monorail is proposed as a device to reduce pollution and congestion which results in large cities from present methods of transportation. The history of monorails and the economic feasibility of introducing monorails in large cities are discussed. An overview of the development of present day transportation systems is also given.

Sebastian, Lee. Rivers: A Book to Begin On. Holt, Rinehart and Winston, Inc., 1966. Subject: Natural Resources. Reading level: 2nd grade.
This story presents students with an analysis of the value of rivers as natural resources which provide drinking water, transportation, and electrical power. It provides an object lesson in the value of conserving a natural resource. It also shows how one productive resource (water power) can be made more productive when other resources (labor and capital) are applied to it.

RESOURCES

DISTRIBUTION - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 5 - Pages 84 - 95
- Chapter 6 - Pages 96 - 107
- Chapter 7 - Pages 108 - 119
- Chapter 8 - Pages 120 - 133

Teacher's Edition: Problems Book:
- Chapter 5 - Pages 21 - 22
- Chapter 6 - Pages 23 - 25
- Chapter 7 - Pages 26 - 28
- Chapter 8 - Pages 29 - 31

Scriptbook:
- Chapter 5 - Pages 16 - 17
- Chapter 6 - Page 18
- Chapter 7 - Pages 19 - 20
- Chapter 8 - Pages 21 - 23

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 11 - Pages 236 - 249
- Chapter 7 - Pages 166 - 177

Teacher's Edition: Problems Book
- Chapter 7 - Pages 34 - 35

Scriptbook:
- Pages 35 - 37

"The World Around Us" (Grade 2), and "Who Are We?" (Grade 3), Windows On Our World. Houghton Mifflin.

- Unit 5 - Lessons 5, 6, 7, 8, 9 (Grade 2)
- Unit 1 - Lesson 11 (Grade 3)

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"The Third Planet" (Grade 2), and "Web of the World" (Grade 3), Focus on Active Learning. Macmillan Publishing Co.

Chapters 9, 10 (Grade 2)
Chapters 12, 13, 14 (Grade 3)

"Cities and Suburbs" (Grade 3), Man and His World. Noble and Noble.

Unit 5

"Living in Communities" (Grade 2), and "People in Regions" (Grade 3), Social Science Series. Silver Burdett.

Unit 3 (Grade 2)
Chapters 5, 8 (Grade 3)

"Our Neighbors" (Grade 2), and "Our Towns and Cities" (Grade 3), Inquiring and Learning. Tiegs-Adams Series: Ginn.
Pages: 32 - 93; 122 - 145 (Grade 2)
Unit 1, The Big City (Grade 3)
Unit 2, How a City Gets Its Food - Pages 54 - 69 (Grade 3)
Unit 4 (Grade 3)

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

5. Specialization

a. The student will define specialization as meaning that people spend most of their working time doing one particular job.

NOTES TO THE TEACHER	ACTIVITIES
	1. Let the students set up some production effort in which each stage of production is dependent upon the previous one. Collating a booklet is a good example. 2. a. Have students discuss the work done by various members of the community. b. Prepare a bulletin board using the student's illustrations of work done by community members. c. Have students pantomime some of the work performed by community members. Have other students guess what special job or chore is being pantomimed. 3. DISCUSS: What would happen if all members of the family tried to do the same task at the same time? ROLE PLAYING: Select four children to play the part of mother, father, sister, and brother: Act I: All members are to do the same task at the same time: PREPARE BREAKFAST — CLEAR TABLE SET TABLE — WASH DISHES Act II: This time divide the labor: MOTHER PREPARES BREAKFAST — BROTHER CLEARS TABLE FATHER SETS TABLE — SISTER WASHES DISHES Act III: Division of labor does not always result in increased production. ROLE PLAYING: Setting table. Three children selected to set table. First get spoons, second get knives, third get forks. Based on contrived materials. All utensils in one drawer. One child collects and distributes all utensils. DISCUSSION: Which is best?

NOTES TO THE TEACHER	ACTIVITIES
Evans, Katherine. A Bundle of Sticks. Chicago: Albert Whitman and Co., 1962.	4. In A Bundle of Sticks, the children will read about a family of rug makers. Each of the three sons in the family had his own specialty or skill, but the production of a fine Persian rug required the use of all of their combined skills. Not until the father gave the boys a demonstration of this principle did they begin to cooperate with one another by combining the specialty of each into a finished prize-winning carpet. The children will have noticed a familiar example of specialization in their trips to the supermarket. Certain employees work in the produce department with the lettuce, oranges, tomatoes, and other fresh groceries. Others work in the meat department, a very specialized area, or the canned goods, baked goods, or check-out stations almost all of the time. These people with their various skills keep the entire supermarket operation running smoothly so that even a young child can find products easily and load them into the shopping cart. ACTIVITIES: a. A good example of specialization for young people to observe would be the one that the father demonstrated to his sons in A Bundle of Sticks. Gather some sticks of about the same size and let some of the children break a few of them single-handedly. Now, tie the rest together into a bundle and show the class the strength that results when sticks, or people, have formed into a large unit. b. A visit to a newspaper office would clearly show to the class the advantages of specialization. There they would see the linotype operators, the reporters, the printers, the photographers, and the editors. Each one has a particular skill that is needed to put out the newspaper, and the newspaper producer has brought them together in order to make the maximum use of their individual talents. c. Let the class make a newspaper of its own with a mainly pictorial representation of the class's activities. Special duties could be assigned such as artist, writer, headline writer, and editor. Each picture should have a caption explaining what it depicts. Then, if a copy machine could be brought into the classroom, each child could take a printed copy of his/her newspaper home to his/her parents.

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

5. Specialization

b. The student will cite examples of specialized errands performed by people in the community.

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Have a member of the PTA tell the class about work that is done for the school for which no money is received. b. Have students construct a list that shows the work done by members of the PTA and then indicate that this work is done without any monetary reward. 2. Puppets may be made by teachers or specialists within the community. A playlet entitled: SPECIALISTS IN OUR COMMUNITY, may be produced by the class. 3. a. Teacher discusses Girl Scout leaders, Boy Scout leaders, hospital volunteers, little league coaches, and other community volunteers, pointing out that they do not receive money as payment for their services and skills. b. Classify the following as volunteer or paid employment: Teacher, PTA volunteer worker (teacher should name a specific activity, such as selling savings stamps or working in the school clinic), gas station attendant, cafeteria cashier, school patrol, man who mows grass on school playground, butcher in shop or supermarket, little league coach, Girl Scout leader, mailman. 4. Prepare a bulletin board entitled: THESE WORKERS ARE UNPAID. THEY HELP MAKE OUR COMMUNITY A BETTER PLACE TO LIVE. Children can illustrate work and write individual stories about the kinds of services these people perform.

NOTES TC THE TEACHER	ACTIVITIES

5. a. Teacher may conduct a study of the procedures for closing the classroom at the end of the day. Have ONE child:

   Close the windows
   Erase the boards
   Clean the erasers
   Wipe the chalktray
   Pass out notices to go home
   Straighten the bookshelf

   Record the total time involved for the performance of these tasks.

   b. The next day divide the responsibilities for these tasks among several children. Record the time spent in completing the work. Have the class compare the time spent in these two situations.

6. a. Discuss the occupations of people in the community to point out the many different kinds of jobs that people have.

   b. Have children choose jobs that reflect their interests and write short stories telling about them.

   c. Discuss how skills and interests influence work done by members of the community. Draw pictures to illustrate people doing various jobs.

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

5. Specialization

c. The student will list local businesses or employees who have moved toward specialization (as well as those who continue to be general in their work).

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Have children interview members of their family asking them why they work. b. Taking children's suggestions, list on a class chart the reasons why people work. 2. a. Discuss how the child depends upon his teacher. b. Let children pretend they are teachers and tell how they would help the class. 3. Students may illustrate some of the different workers who specialize with whom the children come into contact daily or weekly. The illustrations can be arranged for a bulletin board. 4. Have pupils discuss occupations of their family members and identify those members who are paid for their work. 5. Students may take an imaginary walk around a shopping center and then list two people one might see who are paid for their work. 6. Students interview family members working outside the home to determine whether they work in the production of a good or a service and then compile the results through the use of either a chart or a report.

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES
	7. Students select an activity such as building a house and name five specialists whose work is necessary for its construction. They can then tell what good or service is provided by the work of each specialist. 8. Have students dramatize what might happen in the community if some of the community workers were missing. 9. Have students select an occupation and explain how this occupation is dependent upon other occupations. For example: 'I am a tomato grower. I need tractor drivers to plow the fields. I need people to pick the tomatoes. I need truckers and railroad men to transport the tomatoes to market.' 10. Teacher calls on each class member asking the name of a specialist upon whom he or she depends. The responses may be written upon the chalkboard until repetitions occur. 11. Have students complete orally the following types of sentences: - I depend upon _____ for _____. - The electrician depends upon _____ for _____. - The television performer depends upon _____ for _____. - The restaurant owner depends upon _____ for _____. 12. Teacher may list and show pictures of people who are specialists. These could include carpenters, doctors, policemen, teachers, bricklayers, retail drug merchants, bakers, and chefs.

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES
	13. Children may list needs of the people in the community and identify the specialists who help fulfill these needs. 14. Class discusses the skills and training needed by several workers such as a nurse, a television repairman, and an airplane pilot. Discuss what would happen if each of these workers got tired of his job and traded with one of the others. Situations may be dramatized by class members.

RESOURCES

SPECIALIZATION - LEVEL 2 (2, 3)

CHILDREN'S LITERATURE:

Pitt, Valerie. Let's Find Out About the City. Franklin Watts, Inc., 1968. Subject: The city, urban economics, public works. Reading level: Lower elementary.
This story analyzes the operation of the city as an economic and social entity. The importance of social institutions such as law and law enforcement to the city are described as is the city's requirement for funds for public work projects. It is also noted that while the city produces goods and services, it must rely on agricultural production elsewhere to supply the city with food. This specialization of work provides for more production of goods and services.

Campbell, Ann. Let's Find Out About Farms. Franklin Watts, Inc., 1968. Subject: Specialization, division of labor. Reading level: 1st - 2nd grades.
The story analyzes the advantages of specialized agricultural production when farms concentrate on the production of single products. It introduces the concepts of competitive advantage and division of labor. Some of the technical aspects of agricultural production are discussed such as the concept of using one resource (machinery) to increase the productivity of another (the farmer's labor). The story helps to point out the great growth of farm output brought about by advancing technology and increased use of capital.

Williams, Jenny. Uncle Bumble. American Heritage, 1970. Subject: Economic wants, specialization. Reading level: 3rd grade.
The importance of the economic concepts of interdependence and division of labor is illustrated in the situation where animals build a home for a man who has befriended them. The story illustrates that through specialization greater efficiency is achieved than if everyone tries to do a multitude of jobs. It helps to show that all modern economics are based on specialization and trade.

RESOURCES

SPECIALIZATION - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 5 - Pages 84 - 95
- Chapter 6 - Pages 96 - 107
- Chapter 7 - Pages 108 - 119
- Chapter 8 - Pages 120 - 133

Teacher's Edition: Problems Book:
- Chapter 5 - Pages 21 - 22
- Chapter 6 - Pages 23 - 25
- Chapter 7 - Pages 26 - 28
- Chapter 8 - Pages 29 - 31

Scriptbook:
- Chapter 5 - Pages 16 - 17
- Chapter 6 - Page 18
- Chapter 7 - Pages 19 - 20
- Chapter 8 - Pages 21 - 23

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 1 - Pages 38 - 49
- Chapter 2 - Pages 50 - 63
- Chapter 3 - Pages 64 - 77
- Chapter 4 - Athens, page 98, activity #7
- Chapter 7 - Pages 166 - 177
- Chapter 8 - Pages 178 - 189
- Chapter 11 - Pages 236 - 249

Teacher's Edition: Problems Book:
- Chapter 1 - Page 9
- Chapter 8 - Pages 36 - 44

Scriptbook:
- Pages 3 - 5, "Dots on the Earth"

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"The World Around Us" (Grade 2), Windows On Our World. Houghton Mifflin.

Unit 5 - Lessons 5, 6, 7, 8, 9

"The Third Planet" (Grade 2), and "Web of the World" (Grade 3), Focus on Active Learning. Macmillan Publishing Co.

Chapters 7, 9, 10 (Grade 2)
Chapters 1, 2, 6, 7, 14 (Grade 3)

"Groups and Communities" (Grade 2), Man and His World. Noble and Noble.

Unit 1

"Living in Communities" (Grade 2), and "People in Regions" (Grade 3), Social Science Series. Silver Burdett.

Unit 1 - Lesson 13 (Grade 2)
Unit 3 (Grade 2)
Chapters 5, 8 (Grade 3)

"Red" (Grade 2), Concepts and Values. Harcourt, Brace, Jovanovich.

Unit 6

"Our Neighbors" (Grade 2), and "Our Towns and Cities" (Grade 3), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Pages 32 - 93; 98 - 121 (Grade 2)
Unit 3 - "Our Changing City" (Grade 3)
Unit 5 (Grade 3)

"People in Neighborhoods" (Grade 2), and "People in Communities" (Grade 3), Taba Program in Social Science. Addison-Wesley.

Units 2, 3 (Grade 2)
Unit 1 - Main Idea 1
Unit 2 - Main Idea 3

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VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system

6. Economic Interdependence

a. The student will define interdependence as taking place when people divide tasks to help each other get what they want.

NOTES TO THE TEACHER	ACTIVITIES
This can be made into a ditto.	1. Have students list or make a collage of workers who are dependent on one another in some way in order to do a job.
	2. Have students fill in sentences similar to the following: - I depend on _____ for _____. - The electrician depends upon _____ for _____. - The television performer depends upon _____ for _____. - The restaurant owner depends upon _____ for _____. - The _____ depends upon _____ for _____.
If illustrated, this can be made into a bulletin board. Each student can be assigned a different worker. This activity can be done individually or by partners.	3. Students list or illustrate the products (goods and services) that a worker might use. For example: 'I am a restaurant owner. I depend upon (VEGETABLE GROWER), (DAIRY OWNER), (TRUCKER), etc.
READ TO THE CLASS: Beim, Lorraine and Jerrold. Two is a Team. New York: Harcourt Brace and Co., 1945.	4. In Two is a Team, the children will learn the value of teamwork in production. At first, the two boys in the story work independently but unsuccessfully at trying to build coasters; but later, by pooling their resources, efforts, and skills, they build a fine wagon that will bring them pleasure, pride, and profit. A familiar example of production to many children would be that of a mother who sews at home. It would probably seem to them at first that the mother produces a garment all by herself. But when they are reminded of the pattern makers, the fabric weavers, and the pin and scissor makers whose efforts helped in the production of her garment, the young students could see that most efforts at production require teamwork: in materials, in know-how, and in labor.

Continued ---

NOTES TO THE TEACHER	ACTIVITIES
	4. ACTIVITIES: a. The best way to help young people understand the teamwork involved in production would be to take them on a field trip to a place where they could observe the various steps in making a product. A visit to a newspaper office, soft-drink bottling plant, or any other local manufacturer would lend substance to the ideas promulgated in Two is a Team. b. After the trip has been made, the children should be encouraged to talk about their observations. Who seemed to be in charge of planning? Where did the materials come from: Who did the actual labor of assembling the product? Whose wants were being provided for by this product? And, finally, did they feel that the demand for this product would last for a long period of time? c. In order to demonstrate the value of teamwork, the children could plan and put together a product of their own such as a trash container for the playground with the slogan "Pitch In!" painted on it. Or they could build their own wagon with parts brought from home. Later, perhaps they might work in pairs to make handprints for their parents for Christmas presents with one helping the other until each child had a finished product for giving. d. What does it take to build a shoe? Look at your own shoes. Where did the idea begin for that shoe? (The designer.) How was it built? (By machines and hand finishing.) Who ran the machines? (People working together.) Who ordered supplies and decided on the right number of people needed? (The boss.) How did the shoe get to you? (By trains or trucks that delivered to the store.) Why did you buy that shoe? (Because I wanted new shoes and had the money to buy them.)

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

6. Economic Interdependence

b. The student will name people at home, school, or in the community who are interdependent.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students name people in the community who help them. How do they, in turn, help this person? For example: The police officer helps me by making certain that it's safe for me to cross a busy street. I help the police officer by obeying the traffic lights and other rules of safety. _____ helps me by _____. I help _____ by _____.
These stories can be made into short role-play skits.	2. Have the students write stories about people they know in the community who help each other out in their jobs. Be certain that the students explain how the workers help each other.
	3. a. Have each student draw at least two pictures depicting situations where people are helping one another (interdependent). b. Students share and explain the drawings.

RESOURCES

ECONOMIC INTERDEPENDENCE - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:

Chapter 5	-	Pages	84	-	95
Chapter 6	-	Pages	96	-	107
Chapter 7	-	Pages	108	-	119
Chapter 8	-	Pages	120	-	133

Teacher's Edition: Problems Book:

Chapter 5	-	Pages	21	-	22
Chapter 6	-	Pages	23	-	25
Chapter 7	-	Pages	26	-	28
Chapter 8	-	Pages	29	-	31

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:

Chapter 1	-	Pages	38	-	49
Chapter 2	-	Pages	50	-	63
Chapter 3	-	Pages	64	-	77
Chapter 4	-	Athens, page 98			
Chapter 7	-	Pages	166	-	177
Chapter 8	-	Pages	178	-	189
Chapter 11	-	Pages	236	-	249

Teacher's Edition: Problems Book:

Chapter 1	-	Pages	10	-	11
Chapter 8	-	Pages	36	-	44

Scriptbook:

Pages 3 - 5, "Dots on the Earth"

"The World Around Us" (Grade 2), and "Who Are We?" (Grade 3), Windows On Our World. Houghton Mifflin.

Unit 5	-	Lessons 1, 2, 3 (Grade 2)
Unit 6	-	Lesson 1 (Grade 2)
Unit 3	-	Lessons 3, 4, 6, 8, 9, 11, 12 (Grade 3)

RESOURCES

ECONOMIC INTERDEPENDENCE - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"The Third Planet" (Grade 2), and "Web of the World" (Grade 3), Focus on Active Learning. Macmillan Publishing Co.

Chapters 7, 9, 10 (Grade 2)
Chapters 1, 8, 9, 11, 14 (Grade 3)

"Groups and Communities" (Grade 2), Man and His World. Noble and Noble.

Units 3, 4

"Living in Communities" (Grade 2), and "People in Regions" (Grade 3), Social Science Series. Silver Burdett.

Unit 1 - Lessons 4, 5, 6 (Grade 2)
Unit 3 (Grade 2)
Chapters 5, 8 (Grade 3)

"Red" (Grade 2), Concepts and Values. Harcourt, Brace, Jovanovich.

Unit 6

"Our Neighbors" (Grade 2), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Pages 32 - 93; 122 - 145

"People in Neighborhoods" (Grade 2), and "People in Communities" (Grade 3), Taba Program in Social Science. Addison-Wesley.

Units 2, 3 (Grade 2)
Unit 1 - Main Idea 1 (Grade 3)
Unit 2 - Main Idea 3 (Grade 3)

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system

7. Free Enterprise

a. The students will distinguish between private and public property.

NOTES TO THE TEACHER	ACTIVITIES
	1. Children can bring in pictures from magazines and newspapers of things provided by the government. (Public ownership.)
	2. Students may make a mural entitled: GOODS & SERVICES GOVERNMENT PROVIDES IN OUR NEIGHBORHOOD.
	3. Students interview parents to find out what goods or services are produced by local government. The class may list the findings of their interviews.
	4. a. QUESTIONS FOR DISCUSSION: - Should all children be able to go to school? - Should everyone be protected by the police? - Should everyone be able to use streets and sidewalks? b. Dramatize what would happen if a number of these goods or services did not exist.
Explain that the government needs money to pay for these things. Since everyone benefits from them, all of the people share the cost. They share the cost by paying taxes. Conclude that taxes take the form of money and are paid to the government.	5. QUESTIONS FOR DISCUSSION: - Do police officers, teachers, postal workers, etc. get paid for their work? - How are schools, roads, parks, etc. built?

NOTES TO THE TEACHER	ACTIVITIES
More services can be added to this list.	6. Have the students discuss services provided by local government, i.e.: MOSQUITO SPRAYING — CLEANING STREETS CUTTING TREE LIMBS — PLAYGROUND FACILITIES These services may be illustrated by constructing a bulletin board: "OUR COMMUNITY PRODUCES THESE GOODS AND SERVICES: THEY ARE PAID FOR BY PROPERTY TAXES." 7. Teacher may determine if any member of the students' families is employed by the United States government. If so, ask them to find out and relate to the class what good or service is produced by that agency. Call attention to the armed forces, Coast Guard, National Park System, federal highway beautification program and urban renewal projects which the children may have observed.

VI. ACTIVITIES

LEVEL 2 (2, 3)

B. The component parts of our economic system.

7. Free Enterprise

b. The student will define the private ownership of property as the basis of free enterprise.

NOTES TO THE TEACHER	ACTIVITIES
	1. AN INTERVIEW: Have students ask various business people (i.e., service station owner, store manager, etc.) about their business. For example: - Who owns the business? - Why is he/she in business? - Why did the owner decide to get into this particular business? After the interviews have the students report their findings to the class. 2. Have the students name businesses in the community which are owned by individuals. 3. Have the students collect and display pictures illustrating things that can be owned by the community (public ownership) and things that can be owned by individuals (private ownership).

RESOURCES

FREE ENTERPRISE - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:

Chapter 5	-	Pages	84	-	95
Chapter 6	-	Pages	96	-	107
Chapter 7	-	Pages	108	-	119
Chapter 8	-	Pages	120	-	133

Teacher's Edition: Problems Book:

Chapter 5	-	Pages	21	-	22
Chapter 6	-	Pages	23	-	25
Chapter 7	-	Pages	26	-	28
Chapter 8	-	Pages	29	-	31

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:

Chapter 2	-	Pages	50	-	63
Chapter 3	-	Pages	64	-	77

Teacher's Edition: Problems Book:

Chapter 2	-	Pages	12	-	14
Chapter 3	-	Pages	15	-	17

"Cities and Suburbs" (Grade 3), Man and His World. Noble and Noble.

Unit 4

"Living in Communities" (Grade 2), and "People in Regions" (Grade 3), Social Science Series. Silver Burdett.

Unit 3 (Grade 2)
Chapters 5, 8 (Grade 3)

VI. ACTIVITIES

LEVEL 2 (2, 3)

C. Consumer Education Topics

1. *Advertising*

The student will recognize that advertising is used to attempt to sell products to consumers.

NOTES TO THE TEACHER	ACTIVITIES

1. a. Have each student complete at least three (3) Consumer Survey Forms:

CONSUMER SURVEY FORM

AGE GROUP OF PERSON INTERVIEWED:

ADULT TEEN-AGER AGE 6 - 12

Item Purchased: _____
(Over $2.00)

Reason for Purchase: _____

Place of Purchase: _____

Why Purchased There: _____

_____
(Student's Name)

b. Then have students list and tally the reasons for purchase. When the list is completed and displayed (on a large sheet of newsprint or oaktag) for class examination, have the class discuss these various "reasons for purchase."

c. QUESTION: How important was advertising the product either in the store, newspaper, or other media?

Continued ---

VI. ACTIVITIES
(Continued)

LEVEL 2 (2, 3)

NOTES TO THE TEACHER	ACTIVITIES
	1. d. ROLEPLAY: Have several groups of students roleplay a purchasing situation. The "reason for purchase" should be stated or acted out in the roleplay situation.
	2. a. Ask students to list what they want to know about a particular type of product.
	b. Have students collect newspaper and magazine ads for that type of product.
	- Which of these ads told them what they wanted to know?
	- What did the rest of the ads tell about the product?
	3. a. Have some students make a list or draw all the products seen on TV advertising during any time that each would regularly watch TV.
	b. Have some students collect newspaper advertisements.
	c. Have some students collect magazine advertisements (and state the magazine in which each appeared).
	d. Now compare all of these advertisements.
	- Are the same products advertised in all three types of media? Why?
	- How are the ads different?
	- How are they similar?
	- What do they tell us about the product?
	- Why do producers spend so much money for advertising? Could they accomplish this goal in any other way, do you think? If yes, how?

RESOURCES

ADVERTISING - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 6 - Pages 96 - 107

Teacher's Edition: Problems Book:
Chapter 6 - Pages 23 - 25

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 2 - Pages 38 - 49
Chapter 3 - Pages 50 - 63

Teacher's Edition: Problems Book:
Chapter 2 - Pages 12 - 14
Chapter 3 - Pages 15 - 17

Scriptbook:
Pages 3 - 5, "Dots on the Earth"

"Web of the World" (Grade 3), Focus on Active Learning: Macmillan Publishing Co.

Chapter 10

VI. ACTIVITIES

LEVEL 2 (2, 3)

C. Consumer Education Topics

2. Banking

a. The student will distinguish between saving in a financial institution and savings kept at home.

NOTES TO THE TEACHER	ACTIVITIES
You may wish to make a ditto with some possible questions and room for the students to write the responses of the people interviewed.	1. Have students interview people who keep their money in a bank. Example questions: - Why do you save your money in a bank? - Why did you choose saving in a bank instead of just keeping the money at home?
	2. a. Have a group of students write a short puppet show demonstrating what might happen to someone's money if it is kept at home.
	b. Have another group of students write a short puppet show demonstrating what happens when people save their money in a bank.
Any type of puppet can be used: paper bag; popsicle stick; finger, etc.	c. The students may then construct their puppets and simple scenery for the puppet show. When both groups have practiced their puppet shows they can share them with the class.

VI. ACTIVITIES

LEVEL 2 (2, 3)

C. Consumer Education Topics

2. Banking

b. The student will define interest as the reward paid for saving rather than consuming.

NOTES TO THE TEACHER	ACTIVITIES
	1. Teacher reviews with the class the two functions of a bank introduced in first grade, i.e., to hold money and lend money. Ask the students: DOES THE BANK PRODUCE A GOOD OR A SERVICE? (Service)
You may wish to have the students prepare questions for the bank representative in advance.	2. Have a spokesperson from a local bank talk to the class about the services that a bank has available to its customers.

RESOURCES

BANKING - LEVEL 2 (2, 3)

CHILDREN'S LITERATURE:

Barr, Jene. What Can Money Do? Albert Whitman & Company, 1966. Subject: Money and Banking. Reading level: 2nd-3rd grade.
This story analyzes the social value of money and demonstrates the different roles played by money in modern society, many of which are illustrated by concrete examples. Included is a pictorial dictionary designed to help explain the new concepts which are introduced. The nature and various functions of money are identified and explained. The story helps to point out that the most important kind of money in the U.S. is checking accounts, not coins or paper currency.

Shay, Arthur. What Happens When You Put Money in the Bank. Reilly & Lee Books, 1967. Subject: Money and Banking. Reading level: Primary grades.
The role of money as a store of value and the concept of money as an asset are examined through the vehicle of two children's decision to deposit their personal savings in a commercial bank savings account. The operations of a savings bank are discussed in some detail and it is explained that a bank can pay interest to its depositors because the bank invests the money in productive activities elsewhere. Considerable pictorial material is provided on both the banking oeprations themselves and the type of investments made by the bank with its depositors' money.

RESOURCES

BANKING - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighbors" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 5 - Pages 84 - 95
Chapter 6 - Pages 96 - 107
Chapter 7 - Pages 108 - 119

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 3 - Pages 64 - 77

VI. ACTIVITIES

LEVEL 2 (2, 3)

C. Consumer Education Topics

3. Budgeting

The student will decide how to use a gift of money.

NOTES TO THE TEACHER	ACTIVITIES
Divide the class into at least five small groups. When each group has arrived at a group response to the question, have each prepare a short roleplay skit or puppet show to demonstrate and share their response with the class.	1. QUESTION: HOW WOULD YOU USE A PRESENT OF $5.00? - Arrive at a group response to this question. - Share the group response with the class by means of a short roleplay skit or puppet show.
	2. Have students name several ways that they could use a present of money. Have students state why each "use" of the money was chosen.
You may wish to make a ditto of this chart. You may also want to extend the list to 10, 15, or 20 possible items purchased.	3. DIRECTIONS: Pretend that you have $25.00 to spend in a local department store like Zayre, K-Mart, Sears, or Penny's. List items you would choose. Check (✓) your reasons for selecting each item.

ITEM PURCHASED	WANTED ITEM	NEEDED ITEM	COMMERCIAL OR OTHER ADVERTISING	OTHER (SPECIFY)
a. _____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____

ETC.

RESOURCES

BUDGETING - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 6 - Pages 96 - 107
Chapter 7 - Pages 108 - 119

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 4 - Pages 78 - 113

VI. ACTIVITIES

LEVEL 2 (2, 3)

C. Consumer Education Topics

4. Taxes

The student will define income taxes as deductions from wages which are paid to the government.

NOTES TO THE TEACHER	ACTIVITIES
Definition of income tax is stated in the objective.	1. Introduce definition of income tax to the students. Review with them how publically owned businesses are paid for (free enterprise section). Explain that, to insure that some of these public businesses and services will have money to work with, each person's share is automatically taken from his/her paycheck. TAX ON INCOME = INCOME TAX 2. Have a Certified Public Accountant or a volunteer parent speak to the students concerning income tax.

RESOURCES

TAXES - LEVEL 2 (2, 3)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Neighborhoods" (Grade 2), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 2 - Pages 46 - 55
Chapter 9 - Pages 136 - 147

Senesh, Lawrence. "Cities" (Grade 3), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 4 - Pages 78 - 113

"Cities and Suburbs" (Grade 3), Man and His World. Noble and Noble.

Unit 6

"Living in Communities" (Grade 2), Social Science Series. Silver Burdett.

Unit 6 - Lesson ii

"Our Towns and Cities" (Grade 3), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Unit 3 - Pages 76 - 87; "Our Changing City"